DOCUMENT RESUME

ED 181 963 JC 800 089

TITLE Hawaii's Community Colleges: Directions for the 80's.
INSTITUTION Hawaii Univ., Honolulu. Community Coll. System.
PUB DATE Jan 80
NOTE 31p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Access to Education; Administrator Role; Ancillary Services; Basic Skills; College Administration; College Cooperation; *College Role; Community Colleges; Counseling Services; Curriculum Development; *Educational Objectives; Instructional Improvement; *Junior Colleges; Older Adults; Program Development; School Community Relationship; Staff Improvement; *Statewide Planning; Teacher Role
IDENTIFIERS *Hawaii

ABSTRACT

The 1970's saw considerable advancement toward fulfilling the mission of the community colleges of Hawaii. Out of the successes and unmet needs of the 1970's and based upon assumptions about future changes and constraints, 11 directions were specified for the 1980's. With regard to instructional services, the directions are: emphasize continuing improvement of the quality of instruction and programs; strengthen faculty and staff development opportunities to ensure ongoing renewal and vitality; and implement career development approaches in all degree and certificate programs. Four directions focus on improving access to community college education: strengthen the relationship between the colleges and their communities; expand programs and services for older and non-traditional students; continue to emphasize development of basic skills as a foundation for academic success; and strengthen services to help students make maximal use of the opportunities available through the community colleges. The final four directions are concerned with developing and maintaining high quality administrative services: strengthen college administrations to improve leadership; reassess activities to increase efficiency; and improve cooperation, coordination, and sharing among the community colleges. The report also examines the history and mission of the colleges, provides a planning context, and discusses implementation. (AYC)

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HAWAII'S COMMUNITY COLLEGES

Directions for the 80's

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HAWAII'S COMMUNITY COLLEGES

Directions for the 80's

OFFICE OF THE CHANCELLOR
FOR COMMUNITY COLLEGES
UNIVERSITY OF HAWAII
JANUARY, 1980

This document is dedicated to
Dr. Edwin H. Mookini
whose strong and able leadership
as the Chancellor of the
University of Hawaii Community Colleges
made this *Directions for the 80's* possible

President's Message

To Community College Members

I am impressed with the priority directions which you have all worked hard together to prepare for the University's Community Colleges. As we face the 1980's, the University of Hawaii will play a larger and more important role in advancing academic excellence, research, and community service in a decade where we can continue to expect scarce funding and resources. Integral to this mission is the role and scope of the Community Colleges in serving the people of Hawaii. The areas you intend to pursue as reflected in this document are highly commendable and realistic and prescribe the paths you have chosen to follow for the betterment of your students.

Under the able leadership of Chancellor Mookini and the joint effort and input of faculty and staff, you have developed a broad framework for campus implementation that will enhance improvements and accomplishments in the Community College system and the University of Hawaii as a whole. Chances for success in moving toward your goals have increased and teamwork has been strengthened by your planning and aspirations.

I believe that the substance of the document will be a guiding light for the 1980's as well as a basis for productive years even beyond that for your Community Colleges.

Congratulations on a fine job!

Best personal regards to all of you.

Fujio Matsuda

Preface

The University of Hawaii, the only public institution of higher education within the state, includes seven Community Colleges. Six of these colleges report to the Chancellor for Community Colleges, and through the Chancellor to the President and Board of Regents of the University of Hawaii. These six colleges are Honolulu Community College, Kapiolani Community College, Kauai Community College, Leeward Community College, Maui Community College, and Windward Community College. The seventh college, Hawaii Community College, reports to and through the Chancellor of the University of Hawaii at Hilo. This document, *Directions for the 80's*, speaks primarily for the six colleges which report to the Chancellor for Community Colleges. Although Hawaii Community College also participates in these directions, its unique situation as part of the three-college complex of UH Hilo may require differing emphases.

The Community Colleges came into being in 1965 when Act 39 of the 1964 State Legislature transferred four technical schools (Honolulu, Kapiolani, Kauai, and Maui) from the jurisdiction of the Department of Education to that of the University of Hawaii. Later, a fifth technical school became Hawaii Community College, which eventually was included in the University of Hawaii at Hilo. In 1968, Leeward Community College opened its doors, followed in 1972 by Windward Community College. Four of the colleges (Honolulu, Kapiolani, Leeward, and Windward) are located on the island of Oahu while the other three are located on the islands from which they take their names. Maui Community College also serves the islands of Lanai and Molokai.

The seven Community Colleges, with a combined faculty of more than 500 full-time instructors and nearly 700 FTE instructors, enrolled more than 20,000 regular credit students (over 14,000 FTE) and nearly 10,000 special students each semester by the end of the 70's. Each college offers a two-year Associate in Arts degree in general education and liberal arts and a number of two-year Associate in Science degrees and shorter Certificates of Achievement and Completion in vocational/technical fields (see

Appendix A for Program List). Most colleges also offer apprenticeship training. Student enrollments are divided nearly evenly between general pre-professional programs and vocational/technical programs. As a result of the open admissions policy by which any high school graduate or adult age 18 or older may enroll, the colleges serve a substantial cross-section of the State's population (see Appendix B for Student Characteristics). By the end of the 70's, approximately one-third of the regular credit students were recent high school graduates, while another twenty percent were 30 or more years of age. Women accounted for nearly half the total enrollment while ethnic diversity reflected that of the State.

Contents

MISSION	9
Community College Mission Statement	9
Comprehensiveness	10
PLANNING CONTEXT	11
MAJOR DIRECTIONS FOR THE 80's	13
Quality of Instructional Services	14
Direction 1: Programs and Instruction	15
Direction 2: Staff Development	16
Direction 3: Career Development	17
Access to Education	18
Direction 4: Relationship with Communities	19
Direction 5: Services for Non-Traditional Students	20
Direction 6: Basic Academic Skills	21
Direction 7: Student Support Services	22
Quality of Administrative Services	23
Direction 8: College Administration	24
Direction 9: Cooperation in Educational Development	25
Direction 10: Reassessment of Activities	26
Direction 11: Coordination Among Campuses	27
IMPLEMENTATION	29
APPENDIX A: Program List	30
APPENDIX B: Student Characteristics	31
College Enrollments	32

Mission

COMMUNITY COLLEGE MISSION STATEMENT

The Community Colleges of the University of Hawaii are committed to the mission of the total University:

> "to provide all qualified people of Hawaii an equal opportunity for quality college and university education; to create new knowledge; to provide other public service by the transmission and diffusion of current and new knowledge at the higher education level. In that role, it assists in the public commitment to develop human resources as the State's greatest asset."

The mission of the Community Colleges is also consistent with the goals established by the State Postsecondary Education Commission and by the State Board for Vocational Education. Within this context, the Community Colleges of the University of Hawaii have as their special mission:

- To broaden access to higher education in the State of Hawaii by providing open door opportunities for students to enter quality educational programs within their community.
- To provide vocational and technical programs which both prepare students for immediate employment and provide the paraprofessional and trained work force needed by the State.
- To specialize in the effective teaching of general education and other lower-division liberal arts and pre-professional courses to prepare students to advance toward baccalaureate degrees.
- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services in which the colleges have special competence; and by providing an opportunity for community members to develop their creativity and appreciate the creative endeavors of others.

COMPREHENSIVENESS

Each Community College seeks to become comprehensive in fulfilling its mission. To do so, each college should provide an array of educational programs which serves the needs of all sizable potential client groups in its community as well as providing the facilities, academic support services, and student services necessary to maintaining a high quality academic program.

The array of courses and programs will vary from college to college in response to differing community needs and resources. To be comprehensive in its programs, however, a college must offer a sufficiently varied curriculum to provide a student with choices: choices among vocational programs for entry-level jobs and choices among courses which meet general educational requirements for particular degrees. In addition, the curriculum must include those credit or non-credit courses which meet a variety of non-degree interests and needs in the community.

Because resources are scarce, however, it is not possible for all colleges to offer all vocational options. In general, the neighbor island colleges, as the only institutions of higher education in their counties, must strive to offer the widest variety of vocational programs for which there is continuing demand. On Oahu, however, colleges will continue to specialize, with each offering selected high-cost or low-demand programs which serve the entire island, while continuing to serve its immediate geographic community with general and high-demand programs.

In some instances, a Community College may offer a program which serves the entire State. Such statewide programs will be located at the college which is most central to the employment demand, which has the greatest number of support courses already in existence, or which has the best facilities for the program. Colleges offering statewide programs will continue to reserve space in these programs for students from other islands.

Planning Context

The decade of the 70's has seen considerable growth toward carrying out the Community College mission. The new Community Colleges, five of which had formerly been technical schools, developed a diverse array of high quality college transfer and general education courses; reworked vocational programs to fit the college context, while greatly expanding the total number and variety of vocational programs; developed a student services program to help the three-fold increase in numbers of students adapt to and use the colleges' resources; and developed extensive testing, placement, and special academic programs focused on improving students' basic academic skills. In the area of physical facilities, the 70's saw the construction of two entirely new campuses as well as extensive building programs on two other campuses. Perhaps the most exciting direction in the 70's was the considerable effort devoted to instructional innovation and improvement as faculty sought to provide alternative learning modes by individualizing instruction, developing multi-media learning units, and experimenting with learning laboratories in many programs and disciplines.

Despite the energy which went into the development of Community Colleges in the 70's, it proved impossible to accomplish everything at once. Among the areas which received less attention systemwide were community service and off-campus activities; special interests and concerns of the increasing numbers of older and non-traditional students attracted to the Community Colleges; expansion of libraries and media resources to keep pace with the rapid increases in numbers of students, faculty, and programs; and comprehensive staff and faculty development. Major new construction is needed to provide facilities for Windward Community College which is currently using buildings formerly occupied by the State Hospital and for Kapiolani Community College which has outgrown its campus and anticipates a move to a new campus at Diamond Head within the decade. In addition, the Community Colleges are still in the process of adjusting to the changes in administrative structure and style brought about by collective

bargaining and establishment of the Office of the Chancellor for Community Colleges in the mid-70's.

Directions for the 80's grows out of both the successes of the previous decade and the unfulfilled needs. It is also based on assumptions about future changes and constraints, among which are:

- The State of Hawaii will remain committed to open admissions and low tuition for the Community Colleges for the foreseeable future.
- Although recent high school graduates will continue to be a major client group, the student population will include increased proportions of older and part-time students.
- Nearly half of the new students entering the Community Colleges during the 80's will require instruction in basic academic skills in order to pursue their educational objectives successfully.
- State general funds will continue to be scarce, requiring that many new activities be funded through reallocations or by obtaining external sources of funding.
- A large percentage of faculty and staff will be tenured.
- Students will be concerned, increasingly, with the immediate usefulness of their educational programs in finding employment, resulting in increased interest in career exploration and vocational education as part of all certificate and degree programs.
- The State will pursue a very stringent capital improvement program which will require that new capital facilities development be highly selective and spaced throughout the decade.

Major Community College Directions for the 80's

To fulfill their mission within the constraints which are anticipated in the coming decade, the Community Colleges of the University of Hawaii have identified three major areas which will receive attention during the 1980's:

A. Quality of Instructional Services,

B. Access to Education,

C. Quality of Administrative Services.

Within these three broad areas, eleven specific directions are identified. Discussion of these directions includes activities which are intended to contribute to implementation of each direction.

13

Quality of Instructional Services

Foremost in the educational planning of the Community Colleges is continuing commitment to quality education. Maintenance of quality requires the continual reexamination of programs and instruction to make certain that they serve the diverse career and personal development needs of students as well as provide challenges and opportunities for both the bright and talented and the less academically prepared student. Quality also requires encouraging all students to reach more than minimum standards. Through focus on academic programs and support services and increased emphasis on faculty and staff development and renewal, the Community Colleges will ensure that their degrees represent meaningful educational attainments. The three directions in this section focus on the quality of education and instructional services in the next decade.

Emphasize Continuing Improvement in the Quality of Instruction and Programs

One of the greatest strengths of Community Colleges in the field of postsecondary education is their primary emphasis upon instruction. Faculty at Community Colleges are hired as instructors rather than researchers (although some may also do research) and are evaluated and granted tenure in large part on the basis of teaching effectiveness. However, quality in education is also dependent upon maintenance of strong academic support services and the appropriate design of curriculum. Throughout the 80's the Community Colleges will pursue quality by:

- Encouraging experimentation with teaching methodologies to improve the effectiveness and efficiency of educational endeavors.
- Strengthening transfer curricula to improve student preparation for pursuing baccalaureate degrees.
- Providing support personnel and equipment to allow adaptation of new methodologies and educational technology for specific courses.
- Improving evaluation of faculty teaching effectiveness, including that of tenured faculty, as an aid to instructional and program improvement.
- Reviewing academic standards for the postsecondary degrees and certificates offered.
- Working with advisory committees to assess changes in occupational and technical on-the-job requirements in order to keep curricula up to date.
- Improving the ability to assess and respond quickly to changing local and statewide needs for trained personnel.
- Developing plans for preventive maintenance of instructional equipment and scheduled replacement of obsolete and worn out equipment.
- Improving program review procedures and follow up.
- Establishing and achieving standards for library and media holdings, staffing, equipment and services.

DIRECTION 2

Strengthen Faculty and Staff Development Opportunities to Ensure Ongoing Renewal and Vitality of the Educational Enterprise

Because the excellence of the educational programs is directly related to the strength and vitality of their personnel, faculty and staff development activities will be one of the highest priorities of the Community Colleges in the coming decade. The Board of Regents policy on Faculty and Staff Renewal and Vitality emphasizes the importance of this concern within the University and provides the framework for staff development activities. In the past, much of Community College faculty development activity has been funded through federal programs. Although it is anticipated that these funds will not continue throughout the 80's, the Community Colleges are committed to the continuation of faculty development activities. In the coming decade, the Community Colleges will:

- Plan and implement faculty and staff development activities based on individually prepared professional development plans consistent with institutional goals.
- Provide for the development of a comprehensive sabbatical leave program by each college.
- Provide opportunities for faculty and staff to diversify their talents by serving as interns on their own campuses, other campuses, or in the Community College Chancellor's Office.
- Facilitate faculty efforts to keep abreast of changes in academic and occupational fields through involvement in professional associations and interaction with faculty and other practitioners in Hawaii and elsewhere.
- Provide opportunities for faculty and staff exchanges within and outside the Community Colleges.
- Provide opportunities for retraining of faculty to meet shifts in employment demand or student interests.

DIRECTION 3

Implement Career Development Approaches in All Degree and Certificate Programs

One of the approaches to improved quality in education during the 80's will be the reevaluation of the skills and competencies required in degree and certificate programs. The career development approach provides a focus for this reevaluation. Career development is the lifelong process of self-development toward the goals of self-realization, economic self-sufficiency, civic responsibility, and healthy social relationships. At present, vocational programs have been structured with particular attention to economic self-sufficiency, but with little systematic attention to the other career development goals. On the other hand, the AA degree is intended to promote aspects of self-realization, civic responsibility, and healthy social relationships, but has generally not been developed with attention to enhancing economic self-sufficiency. In the 80's, the Community Colleges will attempt to further career development goals for all students by:

- Reexamining the role of general education requirements for vocational programs to help students move toward greater self-realization, improved social relationships, and increased civic responsibility.
- Continuing efforts to eliminate sex bias and sex stereotyping in vocational programs to broaden the vocational options available to women and men.
- Increasing opportunities for career exploration and cooperative education.
- Identifying those general education opportunities which contribute to career related goals as well as to academic and social development goals.

Access to Education

Although the Community Colleges are located physically in seven different areas of the State, they are only now beginning to build strong relationships to their communities. Much remains to be done in providing higher education services to the community as well as in recognizing the needs of the increasing numbers of non-traditional students who seek higher education. Throughout the decade of the 80's, the Community Colleges will reassess curricula and student services to be certain that they serve student needs, especially those of new groups of students. The following four directions focus on broadening and improving access to Community College education in Hawaii.

18

Strengthen the Relationship Between the Community Colleges and Their Respective Communities

The word "community" in Community Colleges stands for the special relationship between a college and the people, organizations, and economic activities of its surrounding geographic area. Although public service is a major part of the mission of the Community Colleges, this aspect of their activities remains to be developed more fully. During the 80's, the University of Hawaii Community Colleges will seek to build stronger links with communities and to become centers of community life by:

- Encouraging community use of college resources and facilities for educational, cultural, recreational, and avocational activities.
- Sponsoring credit and non-credit instructional and cultural activities, both on and off campus.
- Providing problem-solving skills, general informational services, leadership, or support, as appropriate, to groups seeking to identify and solve community problems.
- Experimenting with means to extend educational opportunities to community members who cannot come to a campus due to handicapping conditions, family responsibilities, or geographic isolation.
- Utilizing the expertise of community members as lecturers and adjunct faculty for on- and off-campus courses and programs.
- Developing and strengthening college advisory councils to provide more direct community input into college and program development.

Expand Programs and Services for Older and Non-Traditional Students

During the 70's, the University of Hawaii Community Colleges met the challenge of providing a diverse array of vocational and general educational programs for students coming into higher education directly from high school. These programs and courses were also effective in drawing a large number of older students returning to college after years away from the formal classroom. By the late 70's, the proportion of students over age 30 was twenty percent of the total enrollment of the Community Colleges.

Among the students new to higher education are mature women entering college to begin a career, individuals making mid-life career changes, persons seeking job upgrading, retirees, handicapped persons entering more active roles in the society, and adults of all types pursuing education to enrich their lives. Entering the 80's, the Community Colleges accept the challenge of moving beyond education for the immediate post high school age group to address the special educational interests and concerns of adults of all ages by

- Providing in-service training and job upgrading courses as needed by the community.
- Eliminating barriers to and encouraging enrollment of women and men in non-traditional vocational fields and of handicapped students in all programs.
- Providing courses and activities to help individuals function more effectively in their multiple adult roles such as citizens, consumers, and parents.
- Including avocational courses as integral parts of the Community College curriculum to aid adults of all ages in making creative use of leisure time.

Continue to Emphasize Development of Basic Academic Skills as a Foundation for Student Success in Academic Programs

The open door to the Community Colleges brings a great diversity of students to campuses, including many who lack the confidence and skills in reading, writing, speaking and computation necessary to pursue their desired educational objectives. The Community Colleges will devote resources to making the access to education promised by the open door more than a technicality of the admissions policy. Throughout the 80's, nearly half of the students entering the Community Colleges are likely to be deficient in one or more skills. Among the students most likely to need skill improvement are those who return to college after several years during which their academic skills have not been used, those whose aspirations change toward goals requiring higher level skills, those who learn more slowly than average, and those who are recent immigrants.

Recognizing that basic academic skill courses (sometimes referred to as remedial or developmental courses) are important, not only to student success, but also to the maintenance of academic quality in ongoing programs, the Community Colleges intend to continue the activities begun during the 70's by:

- Refining placement testing to assess individual strengths and weaknesses in basic academic skills.
- Providing students with information about the skill levels required in academic and vocational courses and programs in order to encourage them to develop the level of skills required to meet their goals.
- Providing courses, learning laboratories, tutoring services, and other formal and informal activities which allow students to improve their ability to read, write, speak, listen, and compute effectively.
- Providing students with instruction in how to learn and other learning assistance as needed.
- Providing a learning environment which will allow students to gain the self confidence needed to achieve their educational goals.

Strengthen Those Services Necessary to Help Students Make Maximal Use of the Opportunities Available Through the Community Colleges

As the clientele of the Community Colleges broadens, an increasing number of students will enter without being clear about their objectives in seeking postsecondary education. Without special assistance in assessing their needs and attitudes, identifying their talents and abilities, and selecting from among career and program goals, they may make less than optimal use of the resources available at the Community Colleges. The desire to ensure that all students profit from their education creates an obligation for Community Colleges to provide intensive support to students by:

- Strengthening counseling and academic advising, especially at the time of entry to the college and during the first semester.
- Offering mid-career and retirement counseling.
- Improving follow-along services to help students progress smoothly toward their goals.
- Strengthening support services for special need students.
- Providing instruction in the use of academic resources available to students, including libraries, laboratories, and learning centers.
- Providing students with opportunities to extend academic and social learning outside the classroom through extra-curricular activities, including student government.

Quality of Administrative Services

The decade of the 80's will provide major challenges to the administration of Community Colleges in their attempts to maintain fiscally sound institutions and high quality education. As a result, the Community Colleges will place special emphasis during the 80's on the development of high quality administrative services.

A number of changes during the past few years have created new demands on college administrations and posed problems which will require resolution during the 80's. Growth in student enrollment and faculty numbers have increased the complexity of administrative operations, often with little or no offsetting increase in numbers of administrative personnel. Collective bargaining has made time-consuming demands on administrators, while leading to new working relationships between faculty and administrators which require new means of addressing issues. Changes in the administrative structure of the University have created confusion about the respective responsibilities of college and system administrators. New federal reporting requirements have made and continue to make major demands on administrators to review and in some cases modify procedures, collect data, maintain records, and prepare official reports. Finally, fiscal cutbacks in the late 70's, which are expected to continue into the 80's, have required reassessment of activities and may require difficult decisions on future priorities.

The ability of the Community Colleges to weather these changes and find solutions which continue to improve the quality of education for the State of Hawaii will depend in large part on the quality of administrative services.

The final four directions are concerned with developing and maintaining high quality administrative services.

Strengthen College Administrations to Provide Improved Educational and Administrative Leadership

College administrators in the 80's will require diverse skills to meet the varied demands upon them as well as to work successfully with faculty, system administrators, and community members in maintaining effective educational institutions. The Community Colleges must make special efforts to develop potentials for administrative leadership and to provide for improvement in areas of weakness. In order to strengthen the administration of the colleges, the Community Colleges will:

- Analyze administrative staffing patterns and functions to ensure that adequate staff are provided to meet administrative requirements.
- Provide staff development activities for administrators to improve their ability to manage their institutions effectively.
- Continue the regular evaluation of all staff and administrators by those with whom they interact, those to whom they are responsible, and those to whom they provide service.
- Develop a program to identify and train faculty and staff for future administrative positions, including providing opportunities to serve in a variety of administrative capacities.

Promote Cooperation in Educational Development

In the face of increased fiscal constraints, greater concern for efficiency, and union-management conflicts, a major challenge to college administrators is the development of policies and procedures which clarify decision making responsibilities and allow for the fullest possible participation in these processes. The cooperative atmosphere engendered by appropriate policy will be critical to maintaining the high faculty and staff morale necessary for quality education. During the 80's, the Community Colleges will improve their operations by:

- Establishing the respective scope of authority and responsibilities of the Chancellor's Office and the campus administrations.
- Promoting participatory decision making, especially on academic policy, by involving members of the faculty, students, administrators, and where relevant, community members.
- Involving a broad range of faculty and staff in the budget process to generate an understanding of budget priorities.

25

Reassess Activities to Increase Efficiency

Entering the 80's, the Community Colleges are aware that their opportunities to expand services and introduce new programs will depend in large part on their ability to identify areas where resources can be used more efficiently. While maintaining high quality programs, the Community Colleges plan to increase efficiency in the 80's by:

- Identifying and consolidating duplicative staff functions.
- Clarifying and simplifying administrative procedures.
- Eliminating programs which no longer meet student or community needs in order to release funds for higher priority activities.
- Identifying ways to enable students to achieve their educational and career goals more quickly, making room for more students in high demand programs.
- Improving the ability to obtain funds from extramural sources.
- Emphasizing maintenance and upgrading of physical facilities to avoid costly repairs and replacements.

DIRECTION 11

Improve Cooperation, Coordination and Sharing Among the Community Colleges

Six of the seven Community Colleges in Hawaii are linked together under the leadership of the Chancellor for Community Colleges. This arrangement permits the ready development of cooperative arrangements among campuses to solve local problems, extend services in an era of tight resources, and enhance the creativity and dynamism of the colleges. Despite the potential benefits of improved sharing and coordination, it is important that this coordination take place within a context which recognizes the need for each of the colleges to innovate and to establish differing policies and activities in accordance with their philosophies and community demands.

During the 80's, the Community Colleges will:

- Develop means for sharing expertise, programs and equipment among campuses.
- Use compatible technologies at all campuses to permit sharing of teaching and learning materials.
- Coordinate approaches to solving common problems, including, for example, placement testing, approaches to improving basic skills, and review of academic standards for degrees.
- Provide means for faculty members to disseminate innovative instructional techniques and successful approaches to instructional problems and to discuss them with faculty in their disciplines on other campuses.
- Develop a common admissions system for the Community Colleges.
- Share consultants among campuses.
- Coordinate inter-campus student activities, including athletics (as the culmination of strong intra-campus programs), debate and speech tournaments, and art shows.
- Improve articulation of programs among Community Colleges.

27

Implementation

The Community Colleges recognize that the Directions spelled out above are ambitious. They will require considerable thought, planning, and effort to implement within the anticipated budgets of the 80's. Although some Directions will not be implemented to the extent the Community Colleges would desire, they do serve both as goals and as a challenge for the Community Colleges as they enter a new decade.

With the exception of Direction 11, implementation of the *Directions for the 80's* will be through the activities of the individual colleges, as expressed in their Educational Development Plans and budget documents. Each college is expected to make progress in each directional area; however, the specific activities undertaken will vary from college to college. The Chancellor for Community Colleges takes responsibility for implementation of Direction 11, which focuses on cooperation and coordination of the colleges, and for stimulating the implementation of the rest of the document through the review of college planning and budget materials.

Inevitably, it is not possible to foresee all the demands which may be made upon the Community Colleges or the barriers which may arise in the future. For that reason, the Community Colleges will undertake major reevaluations of the *Directions for the 80's* at least twice during the decade, in 1983 and again in 1987. These reevaluations will provide opportunities for collective consideration of the success with which the colleges are carrying out their mission and goals as well as allow for revisions to the document to reflect new goals.

The University of Hawaii Community Colleges enter the 1980's with optimism and enthusiasm. Using the *Directions for the 80's* as a set of guidelines, they renew their commitment to excellence in higher education for the people of Hawaii.

Appendix A

Table I
Curricula Offered at
University of Hawaii Community Colleges
Fall 1979

FIELD OF STUDY	COLLEGE						
	Hawaii	Honolulu	Kapiolani	Kauai	Leeward	Maui	Windward
GENERAL & PRE-PROFESSIONAL							
Liberal Arts	■	■	■	■	■	■	■
VOCATIONAL EDUCATION							
Business							
Accounting	■		■	■	■	■	■
Business, General			■			■	
Clerical, Steno & Rel	■	■	■	■			■
Computer Science/Data Pro	■		■		■		
Finance							■
Management					■		
Mid-Mgmt, Hotel Op			■			■	
Mid-Mgmt, Merch	■		■	■		■	
Secretarial Science	■		■	■	■	■	■
Health Services							
Dental Assisting			■				
Medical Assisting			■				
Medical Lab Assisting			■				
Nursing							
LPN	■		■	■		■	
AS Nursing	■			■		■	
Occupational Therapy Asst			■				
Radiologic Technology			■				
Respiratory Therapy			■				
Hotel & Food Services							
Commercial Baking		■					
Food Service	■		■		■	■	
Public Services							
Fire Science	■	■		■			
Human Service		■				■	
Industrial Education		■					
Legal Assistant			■				
Library Technology					■		
Occup. Safety & Health		■					
Police Science	■	■		■		■	
Recreational Instructor					■		
Social Justice							■
Technology							
Agriculture	■					■	
Apparel Trades	■	■				■	
Applied Trades		■					
Auto Body Repair & Painting	■	■		■		■	
Auto Mechanics Tech	■	■		■	■	■	■
Aviation Maint Tech		■					
Carpentry	■	■		■		■	
Commercial Art		■					
Cosmetology		■					
Diesel Mechanics	■	■					
Drafting Technology	■	■		■	■	■	
Electricity	■	■					
Electronics	■	■					
Engineering Technology		■					
Graphic Art					■		
Maintenance Technology						■	
Marine Pipefitter		■					
Marine Technology					■		
Metal Working							
Machine Shop	■	■					
Sheet Metal		■					
Welding	■	■		■		■	
Refrigeration & Air Cond		■					

Appendix B

Table II
Selected Characteristics of Regular Students
University of Hawaii, Community Colleges
Fall 1979

Selected Characteristics	TOTAL No.	TOTAL V%
TOTAL	20,773	100
BY SEX		
Male	10,533	51
Female	10,233	49
No Data	7	<1
BY MAJOR PROGRAM AREA		
General & Pre-Prof (LA)	8,812	42
Vocational	9,581	46
Unclassified	2,338	11
No Data	42	<1
BY ATTENDANCE STATUS		
Full-time	10,574	51
Part-time	10,199	49
FTE STUDENT MAJORS (Total SSH ÷ 15)	14,002	
BY AGE		
Mean Age	24.8	
Median Age	20.9	
Under 18	875	4
18-19	6,180	30
20-21	3,745	18
22-24	2,770	13
25-29	2,834	14
30-34	1,767	9
35-59	2,436	12
60 and over	156	1
No Data	10	<1
ETHNICITY		
Asian/Pacific	13,147	63
Japanese	*6,289*	*30*
Chinese	*1,334*	*6*
Filipino	*2,641*	*13*
Hawaiian	*1,373*	*7*
Other & Mixed A/P	*1,510*	*7*
Hispanic	895	4
Caucasian	3,987	19
Black	220	1
American/Indian Alaskan	51	<1
Mixed Ethnic	2,216	11
No Response	257	1
BY MARITAL STATUS		
Unmarried	16,074	77
Married	4,690	23
No Data	9	<1

Appendix B

Table III
College Enrollments
Fall 1979

College	Total Enrollment	FTE Students
Hawaii C C	1,706	1,342
Honolulu C C	4,568	3,129
Kapiolani C C	4,626	3,126
Kauai C C	1,085	687
Leeward C C	5,493	3,621
Maui C C	1,810	1,159
Windward C C	1,485	937

ACKNOWLEDGEMENTS

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FEB 29 1980 ERIC Clearinghouse for Junior Colleges
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